2018-2019 Curriculum Map for *Fifth Grade* Math 3ʳᵈ Nine Weeks	Go Math Chapters
M.5.11 *Number and Operations- Fractions- Use equivalent fractions as a strategy to add and subtract fractions.* Add and subtract fractions with unlike denominators, including mixed numbers, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$).	6
M.5.12 *Number and Operations- Fractions- Use equivalent fractions as a strategy to add and subtract fractions.* Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).	6
M.5.14 *Number and Operations-Fractions- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.* Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. (e.g., Use a visual fraction model to show $(2/3) \times 4 = 8/3$ and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$.) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.	7
M.5.15 *Number and Operations-Fractions- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.* Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	7
M.5.16 *Number and Operations-Fractions- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.* Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.	7
M.5.17 *Number and Operations-Fractions- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.* Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. (e.g., Create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.) Interpret division of a whole number by a unit fraction and compute such quotients. (e.g., Create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.) Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. (e.g., How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?)	8
Include **Number Talks** and integrate the **Mathematical Habits of Mind**. 1. Make sense of problems and persevere in solving them. 2. Reason Abstractly and Quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	